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Employment Opportunities and Placements of Teachers Qualified for Teacher Certification from University of Saskatchewan in 1982

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Summary

A survey was conducted on a 25% stratified sample of students from various teacher education programs who attended the College of Education, University of Saskatchewan, in 1981-82, and who were qualified to hold a teaching certificate. A few of the important findings are listed below:

1. The overall job success rate of applicants this year was 79.6%. This represents a decrease of 7% from 1980-81 and a decrease of 9.7% from 1979-80.

2. On the average, more applications for teaching positions were sent out this year than in the previous two years. As well, more applications were sent to rural school boards this year than in the previous two years.

3. Of those who obtained teaching positions, 96.6%, 1.7% and 1.7% were in Saskatchewan, Alberta and the North West Territories respectively. The percentage of successful applicants who obtained teaching positions out of the province this year (3.4%) was considerably lower than 9.6% in 1981, 7.2% in 1980 and 10% in 1979.

4. Of those obtaining positions in Saskatchewan, 73.3% were in rural areas. The large majority of successful applicants were assigned teaching duties consistent with their training program.

5. Of the respondents who did not apply for, or did not accept, a teaching position, 4.5% had been offered a teaching position.

6. About 90.9% of those pursuing further studies are attending the University of Saskatchewan. This represents a decline in the continuation of studies on Saskatoon campus compared to the previous two years.

7. It appears that the employment situation for prospective teachers is not as positive as in previous years. This finding is discussed in terms of the present demand for, and recruitment of, teachers in Saskatchewan.

Employment Opportunities and Placement of Teachers Qualified for Teacher Certification from the University of Sasktchewan in 1982

The College of Education has conducted surveys since 1972 to estimate the employment trends of teachers who qualify for a teaching certificate. The survey data provides information that is needed for student counselling and for planning purposes for the College of Education.

The purpose of the present study was to determine whether aberrations in teacher employment occurred in 1982 as compared to previous years. In addition, the present study addressed the following questions:

1. What was the job success rate of the applicants?
2. What was the job success rate of the applicants under the various teacher programs?
3. To what locales were the applications sent and what was the number of applications sent?
4. In what locales were teaching positions accepted? And were teachers assigned duties consistent with their training program?
5. What were the reasons for qualified persons accepting non-teaching positions?
6. What are the plans of those respondents who did not apply for, or accept, a teaching position?

Method

Sample

A 25% stratified sample of students (n=152) from various teacher education programs, who attended the College of Education, University of Saskatchewan in 1981-82 and who, according to college records, were qualified to hold a

teaching certificate, was obtained.

Instrument

The instrument for data collection consisted of five major sections:

A. Section A asked the respondents to indicate their program of study, year of education in 1981-82, major and minor teaching subjects (if any), type of certification for which they were qualified, and area of professional specialization, if any. As well, respondents were asked to indicate whether or not they had applied for a full time teaching and/or other positions. If their response was positive they completed Section B of the questionnaire; if negative, they completed Section E.

B. Respondents who had applied for a full time teaching position completed Section B. Respondents were asked to indicate the number of applications sent, locales where applications were sent, and whether they had accepted a teaching or other position.

C. Section C was completed by those respondents who had accepted a teaching position. This section elicited information about the Division(s) of teaching duties, major subjects being taught, location of teaching position and location in Saskatchewan (if relevant), and whether a full time or part time position had been applied for and accepted.

D. Respondents who had applied for full time employment other than teaching completed Section D. Respondents were asked to indicate whether they had been offered a teaching position, and if so, the reason for accepting a position other than teaching as well as the type of job they did accept.

E. Section E was completed by those respondents who had not applied for a full time job or who were not offered a teaching position. This section elicited information about whether respondents planned to undertake full time study in 1982-83. If their response was positive, they were asked to indicate

the location of their studies and the degree being sought. Those who were not undertaking further studies were asked to indicate their plans for 1982-83.

Procedure

A questionnaire, along with a covering letter, and a stamped addressed return envelope, were sent to each of the selected subjects on September 7, 1982. In response to this initial request, 93 questionnaires were returned. The remaining subjects were sent a follow-up letter, along with another questionnaire, on October 20, 1982. An additional 18 questionnaires were returned in response to the follow-up letter. A final reminder letter was sent to the remaining subjects on November 10, 1982 and resulted in the return of a further 25 questionnaires. A total of 136 out of 152 questionnaires sent were returned, reprsenting a 90% return rate.

Results

Present Status of 1981-82 College of Education Students

The present status of 1981-82 College of Education students eligible for a teaching certificate under various application categories is presented in Table 1. As the tables indicates, 44.1% of the respondents are presently teaching (40.4% were new applicants, 3.7% had been on leave). A further 7.3% of the respondents are presently employed in jobs other than teaching. Further study was indicated as the present status of 32.4% of the respondents (5.9% of this figure respresenting students who had applied for teaching or other positions). The remaining respondents indicated that they were seeking employment (5.9%), undergoing part time work/part time study (2.9%), travelling (2.2%) and pursuing other plans (5.2%).

Insert Table 1 about here

Job Success Rates

A distribution of job status for the various application categories is given in Table 2. Of those who sought teaching positions exclusively, 85.5% were successful, 81.2% in teaching, and 4.3% in related occupations. Of those who sought other jobs only, 100% (n=1) were successful. In addition, of those who applied for both teaching and other positions, 12.5% obtained teaching positions and 37.5% other positions, representing a job success rate of 50%. The overall success rate of those who actively sought employment in 1982 was 79.6%.

Insert Table 2 about here

The overall job success rate and the success rate of those who sought exclusively teaching positions appears to represent a decline over the past 3 years, as is demonstrated in Table 3. The overall job success rate this year (79.6%) is considerably lower than the 86.6%, 89.3% and 85.9% overall success rates in 1981-82, 1980-81, and 1979-80 respectively. Similarly, the job success rate of those who applied exclusively for teaching positions was 85.5% this year, as compared to 89.1, 92.6 and 94.1% rates in the last three years.

Insert Table 3 about here

The job status of applicants from various programs in the College of Education is presented in Table 4. As the Table indicates, 68.2% of the applicants obtained teaching positions and 11.4% obtained other positions while the remaining 20.4% were unsuccessful job candidates.

Insert Table 4 about here

The range of job success rate of applicants from various education programs was 50 - 100%, with an average of 75.2% across programs. The lowest success rates occured in Vocational/Technical (50%) and the Three Year Elementary Standard Certificate Program (60%). The highest success rates were indicated for the B. Music (100%) and B.Ed. Elementary after Standard Certificate (87.2%) programs.

Applicants for Teaching Positions

Approximately 62.5% (n=85) of the respondents applied for teaching or teaching and other positions. On the average applicants sent out five applications. Applicants indicated that they had applied to school boards in large Saskatchewan cities--Saskatoon or Regina (42.2%), smaller Saskatchewan cities (22.7%), rural school boards (71.6%) and out of the province (19.3%). These figures represent an increase in number of applications sent, over 1981-82 and 1980-81, where an average of three applications and four applications respectively, were sent. As well, the present sample demonstrates an increase in applications sent to rural boards (as contrasted to 55.6% in 1981 and 70.2% in 1980).

Successful Teacher Candidates

Of those who obtained teaching positions, 96.6% obtained positions in Saskatchewan, with the 1.7% obtaining positions in Alberta, and 1.7% obtaining positions in the North West Territories. The percentage of teaching positions accepted outside of the province in 1982 (3.4%), is considerably lower than in previous years--9.6% in 1981, 7.2% in 1980, and 10% in 1979. Of those applicants obtaining positions in Saskatchewan, 73.3% were in rural areas,

11.7% in small cities and 15% in Saskatoon. This distribution differs from previous years. Last year, for example, 58.7% of the positions were rural, 26.7% in small cities and 14.6% in Saskatoon and Regina. The most noticeable change is the increase in positions in rural areas.

Positions were obtained in Division(s) I and/or II (50%) and Divisions III and/or IV (40%), with the remaining applicants (10%) obtaining positions within other division combinations. The majority of the applicants accepted positions in a Divison(s) consistent with their program. Only 6.6% (n=4) of the successful teacher candidates were given teaching responsibilities in Division(s) (grades) for which they did not have appropriate training.

More than half (56.7%) of the successful teacher candidates did not indicate a major teaching subject, however Math (15%), English (15%). and Physical Education (10%) were indicated as first or second teaching subjects by the remainder of the applicants.

Finally, 6.7% of the successful teacher candidates had applied for and accepted a part time teaching position.

Successful Employment Candidates (Other than Teaching)

Of the respondents, 7.3% obtained jobs other than teaching. Of those who obtained jobs, 20% had been offered teaching positions but accepted other positions because the teaching jobs were not in a geographic location of their choice. The type of work these individuals are doing is office (10%), personnel, i.e., salesperson, social work, (30%), blue collar (10%) and other unspecified positions (50%).

All respondents obtaining positions other than teaching, were from B.Ed. programs, B.Ed. (Elementary) for those with Standard Certificate (50%), B.Ed. (Elementary) A.D. (20%), B.Ed. (Secondary) continuous 4 year (10%) and B.Ed. (Secondary) A.D. (20%).

Respondents Not Applying for or Accepting Teaching Positions

It was found that 48.5% of the respondents did not apply for, or accept an employment position. As Table 1 indicates, 35.3% of the respondents did not apply for employment positions and a further 13.3% were unable to find employment. Of the respondents who did not apply, or accept a positon, 4.5% (n=3) had been offered a teaching position, but did not accept because the position was not in a location of their choice (n=1), they desired further education (n=1) and had refused a position for another which did not come through (n=1).

As well, 66.7% of the respondents in this category were planning to pursue further studies—18.2% were job applicants, and the remaining 81.8% had not applied for employment. Of those pursuing further study, 90.9% were on Saskatoon Campus, the remaining 9.1% were pursuing study outside of the province. This represents a decrease in the percentage of those pursuing further studies, who remained on Saskatoon Campus. In 1980-81 and 1979-80, 94.4% and 94.7% respectively, of those furthering their studies, remained on Saskatoon Campus. Finally, about 81.8% of the respondents furthering their studies, were attempting work toward a baccalaureate degree.

The remaining 33% (n=22) of the respondents in this category indicated that they would continue to apply for teaching positions, trying to substitute teach in the meantime (50%), would be travelling (13.6%), continue to look for other full or part time employment (18.2%) or planned to study at a later date (18.2%).

Discussion

The findings presented in this report suggest that the success rate of teacher employment is on the decline. However, it is important to note that although fewer new teaching positions were available in Saskatchewan this year,

as compared to previous years, recruitment of teachers from other provinces and countries remains quite stable. The Saskatchewan Teachers Federation reports that in 1982-83, 6.62% (n=731) of the teaching force, were new teachers (Note 1). This is considerably fewer new teachers than in 1979-80, 1980-81, and 1981-82, where 8.35% (n=927), 7.83% (n=870), and 9.44% (n=1054) respectively, of the teaching force were new teachers (Saskatchewan Teachers Federation, 1980, 1981, 1982). Yet, similar to recent years, approximately 19% of the new teaching force were hired from other provinces and countries. In sum then, although the demand for teachers within the province was less this year than in previous years, the supply of teachers from outside of the province remained relatively stable. It seems safe to assume that competition for Saskatchewan teaching positions from outside of the province, appears to be affecting the success rate of qualified teachers from the University of Saskatchewan.

Finally, the demand for teachers in rural areas remains high, with 73.3% of the successful teacher candidates obtaining positions in rural areas. The demand for teachers in rural areas appears to be paralleled to the interest in applying to rural boards, since 71.6% of the job applicants applied to rural boards.

Reference Notes

1. Riffel, C. Personal communication, February 21, 1983

References

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Table 1

Present Status of 1981-82 College of Education Students Eligible for a Teaching Certificate under Various Application Categories[a]

Application Status	Present Status							
	Teaching	Other Job	Further Study	Unemployed Seeking	Part time Work/ Study	Travel	Other	Total
Applicant	55	10	8	8	0	0	2	83
	40.4	7.3	5.9	5.9	0.0	0.0	1.5	61.0
Non-Applicant	0	0	36	0	4	3	5	48
	0.0	0.0	26.5	0.0	2.9	2.2	3.7	35.3
On Leave	5	0	0	0	0	0	0	5
	3.7	0.0	0.0	0.0	0.0	0.0	0.0	3.7
Total	60	10	44	8	4	3	7	136
	44.1	7.3	32.4	5.9	2.9	2.2	5.2	100.0

[a]All entries represent frequencies and raw percentages respectively.

Table 2

Job Status of 1981-82 Students Eligible for a Teaching Certificate Under Various Application Categories[a]

Application Status	Job Status			
	Teaching	Other	None	Total
Teaching	56	3	10	69
	81.2	4.3	14.5	
	93.3	30.0	55.6	
	61.4	3.6	112.0	77.1
Other	0	1	0	1
	0.0	100.0	0.0	
	0.0	10.0	0.0	
	0.0	1.1	0.0	1.1
Teaching and Other	2	6	8	16
	12.5	37.5	50.0	
	3.3	60.0	44.4	
	2.3	6.8	9.1	18.2
Unknown	2	0	0	2
	100.0	0.0	0.0	
	3.3	0.0	0.0	
	2.3	0.0	0.0	2.0
Total	60	10	18	88
	68.2	11.4	20.5	100.0

[a]All entries in the table represent count, row %, column % and total % respectively.

Table 3

Job Success Rates in the Last Four Years

Year	Success Rates	
	Overall	Teaching
1979-80	85.9	94.1
1980-81	89.3	92.6
1981-82	86.6	89.1
1982-83	79.6	85.5

Table 4

Job Status of 1982-83 Applicants from Various Programs in the College of Education During 1981-82

Program	Success Rates	Teaching	Other	None	Total
Elementary 3-Year Standard Certificate	60.0	3[a] 60.0 5.0 3.4	0 0.0 0.0 0.0	2 40.0 11.1 2.3	5 5.7
B.Ed. Elementary After Standard Certificate	87.2	29 74.4 48.3 33.0	5 12.8 50.0 5.7	5 12.8 27.8 5.7	39 44.3
Secondary 4-Year B.Ed.	76.9	9 69.2 16.4 10.8	1 7.7 10.0 1.2	3 23.1 16.7 3.6	13 14.8
Elementary B.Ed. (A.D.)	83.4	8 66.7 13.3 9.1	2 16.7 20.0 2.3	2 16.7 11.1 2.3	12 13.6
Secondary B.Ed. (A.D.)	68.8	9 56.3 15.0 10.2	2 12.5 20.0 2.3	5 31.3 27.8 5.7	16 18.2
Vocational/Technical	50.0	1 50.0 1.0 1.0	0 0.0 0.0 0.0	1 50.0 5.6 1.1	2 2.3
B. Music (Music Ed.)	100.0	1 100.0 1.7 1.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.0
Total	79.6	60 68.2	10 11.4	18 20.4	88 100.0

[a] Figures in each cell represent count, row %, column %, and total % respectively.